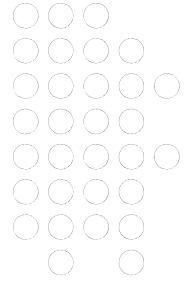


Administration of the CRT-Alternate

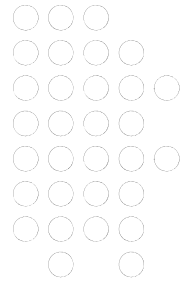
Test Administrator's Conference
Helena, MT
January 28-29 2010

Session Presenters



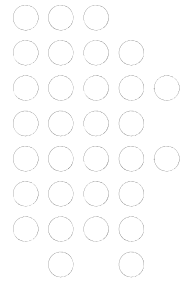
Timothy Greenlaw
Measured Progress
Dover, NH
**greenlaw.timothy@
measuredprogress.org**

Learning a Bit about You....



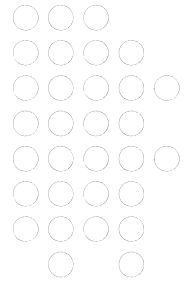
- What is your role?
- Have you given the CRT-Alt before?
- Are you a resource to test administrators in your school/district?
- Do you have questions coming into this year's administration? (take a minute to jot down and pass forward)

Assessment for Students with Disabilities Under NCLB



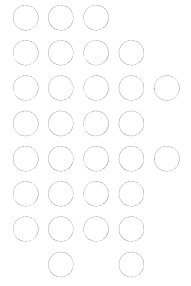
- All students must participate
 - Tests are aligned with Montana content standards
 - IEP team determines test option appropriate for each student
- Current Options:
 - CRT (grade level standards)
 - CRT with accommodations (grade level standards)
 - CRT-Alt (alternate standards and benchmarks aligned with grade level content standards)
 - Future possibilities??

Eligibility Questions



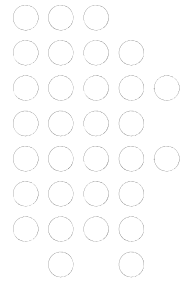
1. Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?
2. Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?

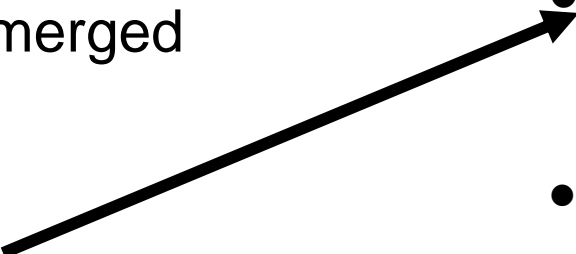
Eligibility Questions (con't)



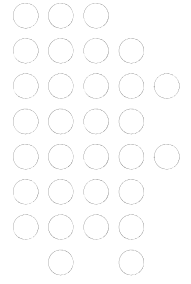
3. Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?
4. Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

Changing Curricular Context for Students with Significant Disabilities



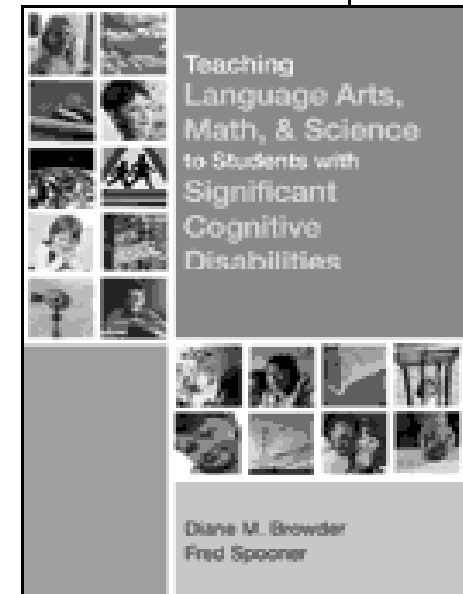
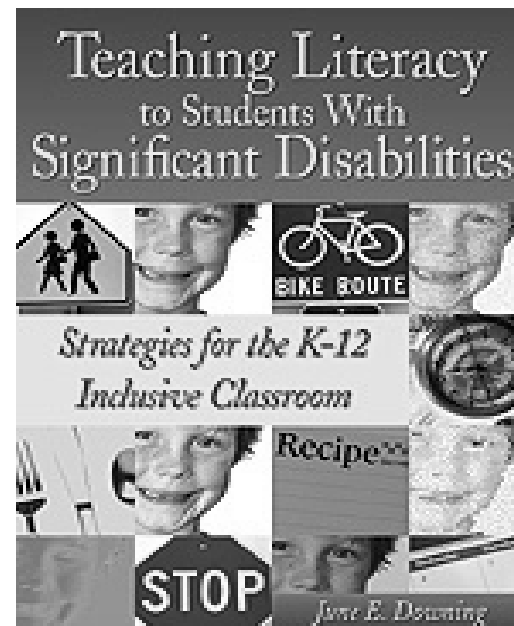
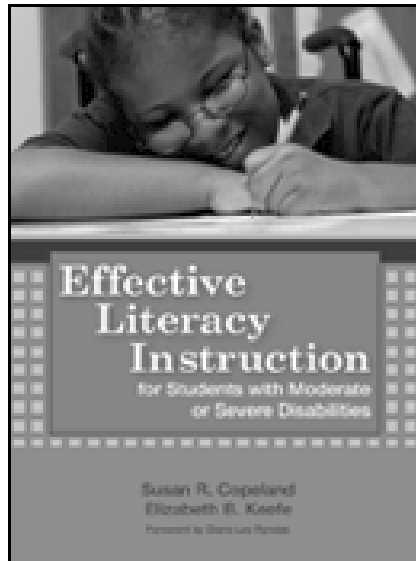
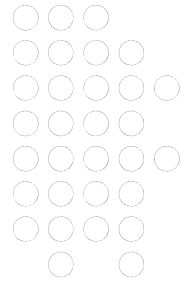
- **Early 1970s**
 - Developmental Model
 - **1980s**
 - Rejected “developmental model”
 - Functional, life skills curriculum emerged
 - **1990s**
 - Also: social inclusion focus
 - Also: self determination focus
 - **2000**
 - General curriculum access (academic content)
 - Plus earlier priorities (functional, social, self determination)
- 

What Does this Mean in Practice?

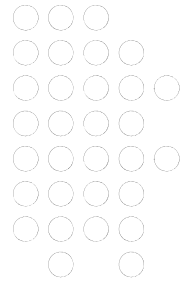


- All students need to have the opportunity to learn academic content
- Less complex performances of grade level achievement standards

Research and Practice-Based Literature Emerging

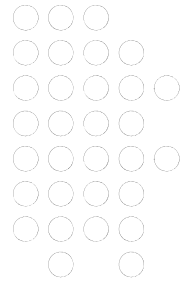


Curricular Focus of the CRT-Alt



- Test items are aligned with Montana curriculum standards in Math, Reading, and Science.
- Standards have been expanded to encompass skills that lead to the development of grade level standards.
- Standards and Expanded Benchmarks documents are available online at:
<http://www.opi.mt.gov/assessment/Phase2.html#AAOver>

Preparing for Test Administration

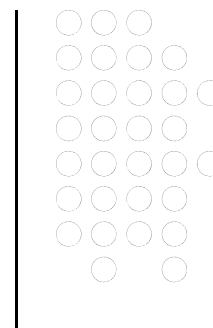


Information Resources

- Training CD
 - Presentations for “New” test administrators
 - “New for 2010” version
- Administration Manual
- Download scoring rubric (on Materials CD, websites) if larger copy is helpful
- Experienced colleagues

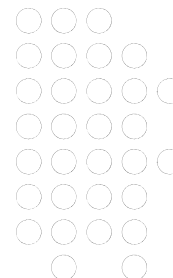
Pre-Administration Activities

- Review test protocols
- Identify needed materials
- Cutting apart picture cards
- Customize materials as needed
- Review rubric, scoring procedures, and scoring rule



Stepping Through the Test Booklet

Test Booklet: Organization



Student Name:	Montana Comprehensive Assessment System (MontCAS) Criterion-Referenced Test Alternate Assessment (CRT-Alternate)
School Name:	
Teacher/Class Name:	
District Name:	

CRT-Alternate Test Booklet
Spring 2009
Reading and Mathematics
Grade 6



OFFICE OF PUBLIC INSTRUCTION

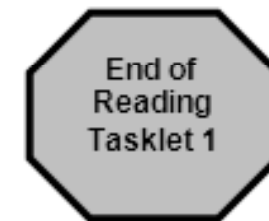
SECURE MATERIALS. THIS TEST BOOKLET MUST BE
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

CRT-Alternate **Reading and Mathematics Grade 6** **Contents**

Reading	Pages
Tasklet 1	2-8
Tasklet 2	9-17
Tasklet 3	18-24
Tasklet 4	25-31
Tasklet 5	32-40
Mathematics	Pages
Tasklet 1	43-48
Tasklet 2	49-56
Tasklet 3	57-62
Tasklet 4	63-68
Tasklet 5	69-74

Instructions for Administering the Grade 6 Reading and Mathematics
This test measures student skills in two content areas: reading and mathematics. The activities are called tasklets. Students will be tested on a total of twenty-five items per tasklets. Answers for both content areas are recorded in a single Student Response test are described in the CRT-Alternate Administration Manual. The CRT-Alternate www.opi.state.mt.us/assessment/crt.html or www.measuredprogress.org.

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.



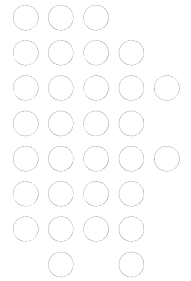
Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	<input type="radio"/>
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	<input type="radio"/>
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	<input type="radio"/>
Test Administration	YES
4. The student completed all five tasklets.	<input type="radio"/>
5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
6. Student's name is written on the Evidence Templates.	<input type="radio"/>
7. The Teacher Recording Sheet for each piece of student evidence is completed.	<input type="radio"/>
8. Student's name is written on the Teacher Recording Sheets.	<input type="radio"/>
9. Did you view the teacher training CD provided with the test materials before administering the test?	<input type="radio"/>
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) - 4 (extremely valuable)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Administration time	Total time
11. Set-up/planning time	<input type="radio"/> 1/2 hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more
12. Time directly administering the tasklets	<input type="radio"/> 1/2 hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr. or more
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days <input type="radio"/> 4 days <input type="radio"/> 5 days <input type="radio"/> 6 or more days
14. How often did you use the break between the tasklets?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

Assessment materials used	YES
15. Materials used were primarily those provided.	<input type="radio"/>
16. Materials were primarily nontext (e.g., pictures/videos, real objects).	<input type="radio"/>
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) - 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
18. Did you use the materials CD provided in the materials kit?	<input type="radio"/>
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) - 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

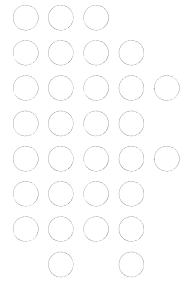
Individualized adaptations used	YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Inteltools keyboard, etc.)	<input type="radio"/>
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	<input type="radio"/>
22. Presentation adaptations (teacher reads or signs, audiobook, large print, etc.)	<input type="radio"/>
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	<input type="radio"/>
24. Other (please indicate):	<input type="radio"/>

Assessment Format





Material	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
<p>The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials teachers need to supply.</p>	<p>This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed.</p> <p>Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.</p>	<p>The correct student response and/or an explanation of how the student should be responding is provided in this column.</p>	<p>The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.</p>

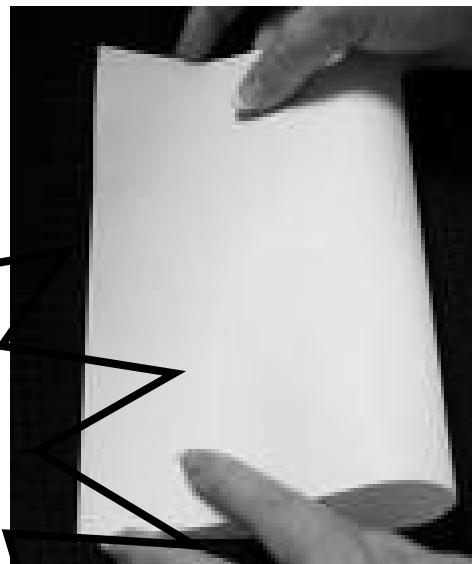
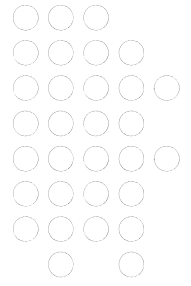
Test Materials



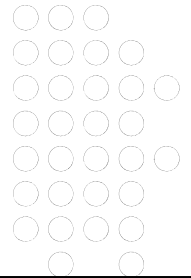
Materials
<p>2.</p> <ul style="list-style-type: none">Picture cards:<ul style="list-style-type: none">manhathorsedog <p>Communication support strategies:</p> <ul style="list-style-type: none">Student may look at/point to task materials to express a choice.Request may be rephrased to require yes/no response (e.g., point to a picture card and ask "Is <i>this</i> the dog?").Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.




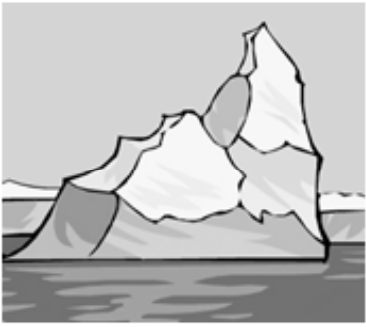
<p>man</p> 	<p>hat</p> 
<p>horse</p> 	<p>dog</p> 

Preparing for Item Presentation and Scaffolding Ahead of Time

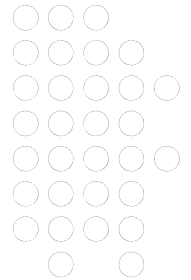


Test Material Labeling



<p>Polar Bear</p>  <p>For use with Grade 4, Reading Tasklet 1, Item 2</p>	<p>Seal</p>  <p>For use with Grade 4, Reading Tasklet 1, Item 2</p>	<p>For use with Grade 4, Reading Tasklet 1, Item 2</p>
<p>Flower</p>  <p>For use with Grade 4, Reading Tasklet 1, Item 2</p>	<p>Iceberg</p>  <p>For use with Grade 4, Reading Tasklet 1, Item 2</p>	<ul style="list-style-type: none">Other Labeling Examples:<ul style="list-style-type: none">“Gr4, T1, Item 2”“Gr4, T1, I2”

Check in Advance for Other Materials Needed



Materials Provided

- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed

- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:

- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd, 3rd

Teacher supplied materials:

- 4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:

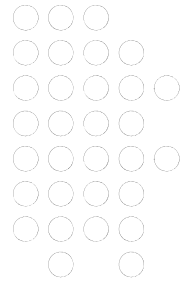
- Circle template
- Symbol cards: $-$, $+$, \times , \div
- Number cards: 0, 1, 7, 14
- Evidence template: $7 + 0 =$
- Evidence template teacher recording sheet
- Addition sentence: $2 + 4 = 6$
- 4 options of circle template (if needed)
- Number line (if needed)

Teacher supplied materials:

- 12 counters

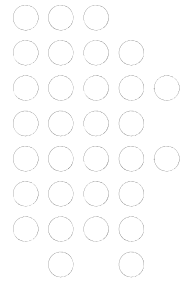
Mathematics Tasklet 3

Strategies for Organizing Materials



- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to “hand” materials to test administrator
- Maintain files of materials from year to year
- Others???

Activity Steps, Teacher will:



Activity Steps Teacher will:

2. Display the picture cards on the work space in front of the student. Do not describe them.

"Show me the dog."

Scaffold:

Level 3: Remove the incorrect response. Repeat the request.

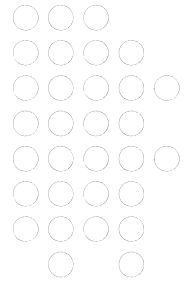
Level 2: Remove another incorrect response. Repeat the request.

Level 1:

Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

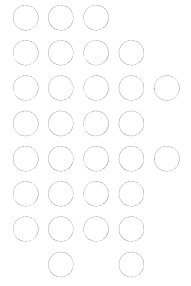
- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified

Strategies to Help With the Scripted Implementation



- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with peer who is also administering the test

Student Work, Student Will:

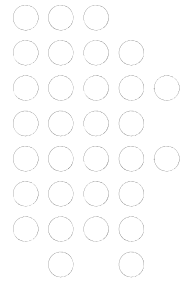


Student Work
Student will:

2. Identify "dog."

- Identifies the expected student response

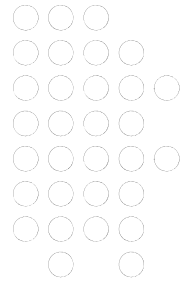
Performance Indicators



Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET				
2. Locates a picture/ symbol/object when named or signed.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	3	2	1	0
Performance Indicator: 1.1.3.3				
Expanded Benchmark: 1.1.3.3				

- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric

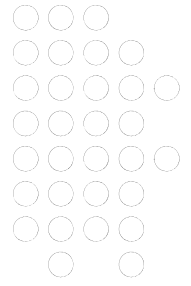
Scoring



Montana Alternate Assessment Scoring Guide				
Performance (independence and accuracy)				
Used to score every item during the structured observation test activity.				
4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes.
- Except for several introductory items, each item is scored using the rubric above.
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items.

Scaffolding---→Scoring



“You will put your name on this worksheet. Which of these is your name?”

Assist the student to write his/her name on the worksheet.

Scaffold:

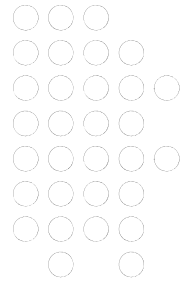
Level 3: Remove one incorrect name. Repeat question.

Level 2: Remove another incorrect name. Repeat question.

Level 1: Remove another incorrect name. *“Here is your name. Show me your name.”* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently.
- Proceed through scaffolding sequentially.
- Score response based on level of assistance provided.

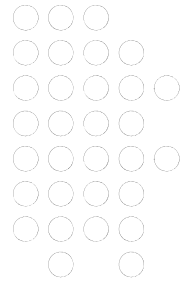
Introductory Items



Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
3. Attend to the teacher setting up the activity.	3. Attends to another person demonstrating a procedure. 0 0 4 0

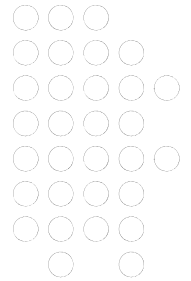
- Introductory items are scored on a different scale.
- They are always the first item of each tasklet.

Scoring Issues/Suggested Strategies



- Circle score or scaffolding level in test booklet – don't worry about filling in dots!
- Have a second person record score (verbalize or point to scoring rubric to ensure accuracy).
- Others??

Student Evidence



- Teacher Recording Evidence Form
 - Starting Spring 2010, the Teacher Recording Sheet and Evidence Template have been integrated into one form.
 - This form is completed by the administrator as the student attempts certain items identified by a magnifying glass.

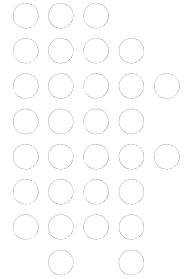


Magnifying glass icon
require evidence



flags items that

Teacher Recording Evidence Form



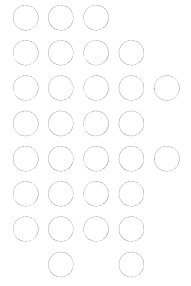
TEACHER RECORDING EVIDENCE FORM

Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response.	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____	<input type="checkbox"/> Used words to respond <input type="checkbox"/> Used communication device/display <input type="checkbox"/> Pointed to/manipulated test materials <input type="checkbox"/> Used auditory scanning <input type="checkbox"/> Used gestures/sign language <input type="checkbox"/> Other _____
Indicate the student's initial response to the item before scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball" <input type="checkbox"/> selected "fun" <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 3 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball " <input type="checkbox"/> selected "fun " <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 2 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball " <input type="checkbox"/> selected "fun " <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, indicate the student's response after level 1 scaffolding.	<input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "ball " <input type="checkbox"/> selected "fun " <input type="checkbox"/> selected "tree" <input type="checkbox"/> no response	<input type="checkbox"/> selected "tree" <input type="checkbox"/> selected "girl" <input type="checkbox"/> selected "boy" <input type="checkbox"/> selected "play" <input type="checkbox"/> no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	_____ _____ _____ _____	_____ _____ _____ _____

Write student name here.

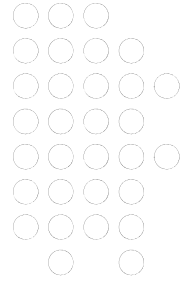
- Record Student's response as the item is administered
- Fill out for each item that requires student evidence

Dealing with Student Resistance



- Prevention strategies:
 - Frequent breaks
 - Short test periods
 - Scaffolding to support students when they need assistance
- Active resistance is scored as a “0” for inconclusive.
- If there are 3 consecutive “0” scores, stop the administration of the test.
- Resume test at another time, following the scoring rule procedures for halting on the next slides and in the CRT-Alternate Administration Manual.

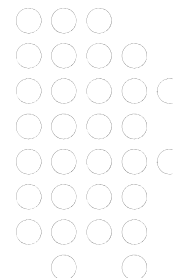
Scoring Rule for All Grades & Content Areas



- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a “0”
- If the student again scores a “0” on 3 consecutive items, halt test administration
- If student scores anything other than a “0”, continue testing as before
- If 3 consecutive “0”s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet



Implementation Checklist



- Summarizes key procedures to follow during Test Administration
- Look for this document in the Test Material Kit

Implementation Checklist for CRT-Ait Spring 2009

Please review this checklist before you start to administer the CRT-Ait as a final reminder of all components of the test preparation and implementation protocol.

Preparation Activities:

- ☐ I have viewed the Training CD or attended administration training for the CRT-Ait.
- ☐ I have reviewed the student test booklet and testing materials.
- ☐ If needed for this student, I have modified the testing materials.
- ☐ If needed for this student, communication supports have been prepared.
- ☐ Materials not provided for the test have been located, are organized, and available for this test administration.
- ☐ If needed, I have found a second person to assist with the administration of this test.
- ☐ I have scheduled test administration for periods of time that match the student's attention span and endurance, breaking it up into multiple sessions as needed.
- ☐ Test administration will occur in a location in which the student can work without interruptions.

Implementation Practices

- ☐ Introductory items were implemented without scaffolding, scored as either a "4" or a "0".
- ☐ For each item, the student was given the opportunity to respond independently before any scaffolding was provided.
- ☐ Scores for each item were given based on the level of scaffolding that was necessary in order for the student to indicate the correct response.
- ☐ Student responses that required complete teacher assistance were given a score of "1".
- ☐ If a student actively resisted responding to a test item, this item was given a score of "0".
- ☐ If a student received a score of "0" for 3 consecutive test items, the halting rule for the designated test grade level was used.
- ☐ I have completed the Teacher Recording Sheet and Evidence Template for each item requiring evidence (i.e., those marked with a magnifying glass).